

**Middleton Cross Plains Area School District
2021-2022
Charter School Authorizer Annual Report**

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Middleton-Cross Plains Area School District
Authorizer Address:	7106 South Avenue, Middleton, WI 53562
Authorizer Contact Person:	Dana Monogue
Contact Person Title:	Superintendent
Contact Person Phone:	608-829-9004
Contact Person Email:	dmonogue@mcpasd.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Grades Served:
Clark Street Community School	Clark Street Community School	07/01/2022-06/30/2027	9-12

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

Please see Appendix A: "CSCS Annual Report"

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

The School Board or its designee conducted a financial audit that included the financial operations of the Clark Street Community School (CSCS). The CSCS complied with all the District's audit procedures and requirements for the financial statements. The District allocated operational funds to the CSCS at the same time and manner as all other schools within the District. Staff from both schools appropriately managed the school's operational budget, grant applications, and fundraising activities.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

The Clark Street Community School is an instrumentality charter school within the Middleton-Cross Plains Area School District. The school has been in existence for several years and is treated and monitored similarly to the other schools within the District. We have immaterial amount of identified authorizer costs as we do not solicit, evaluate, give preference, or award charter school applications or contracts on an annual basis.

SECTION VI: AUTHORIZER OPERATING COSTS

Middleton-Cross Plains Area School District

Section VI

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2022

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	2,009.70
EMPLOYEE BENEFITS	200	580.65
PURCHASED SERVICES	300	0
NON-CAPITAL OBJECTS	400	0
CAPITAL OBJECTS	500	0
INSURANCE & JUDGEMENTS	700	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
TOTAL		2,590.35

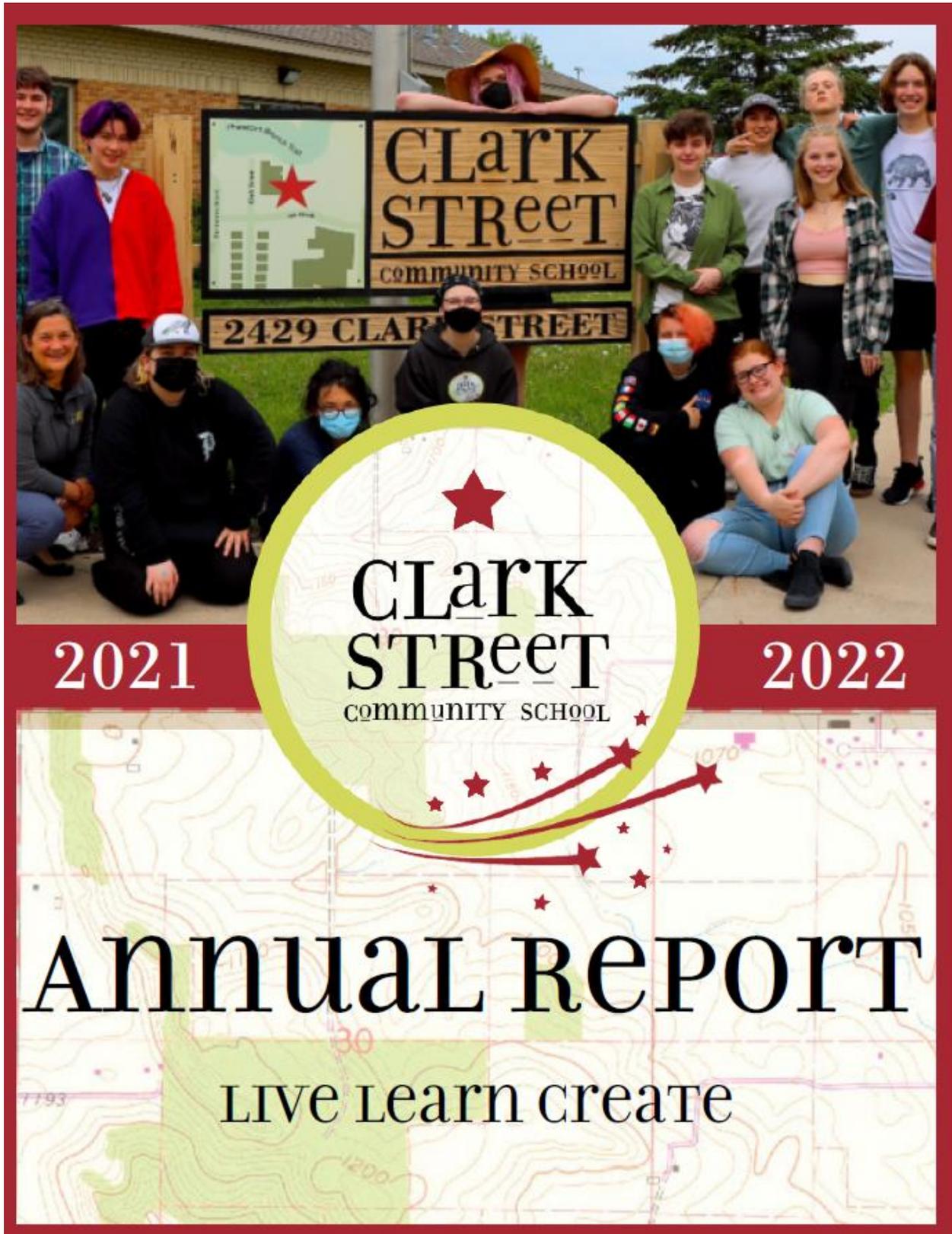
SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING (INSERT DATE)

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED	110000	\$38,227
REGULAR CURRICULUM	120000	\$566,184
SPECIAL EDUCATION	150000	\$126,798
SOCIAL WORK SERVICES	212200	\$42,538
PSYCHOLOGICAL SERVICES	215000	\$7,540
CURRICULUM DEVELOPMENT	221200	\$3,636
LIBRARY MEDIA	222000	\$2,992
SUPERVISION & CORDINATION	223000	\$23,463
BUILDING ADMINISTRATION	240000	\$151,914
GENERAL OPERATIONS	25(3/4/5)000	\$47,558
INFORMATION	263000	\$152
LONG-TERM CAPITAL DEBT	281000	\$2,645
OTHER SUPPORT SERVICES	290000	\$571
TOTAL		\$1,014,218

Appendix A: "CSCS Annual Report"



A MESSAGE FROM OUR PRINCIPAL

The 2021-22 school year was a significant one for the CSCS family as we celebrated our 10th year as an innovation zone with the Middleton Cross Plains Area School District. Our mission to democratically cultivate a community of engaged learners and to serve as a resource for educators and a catalyst for reform in education is as relevant and important now as it has ever been. Schools are emerging from the most significant disruption to public education in the modern era. Educators are striving to support the development of young learners who are living in a highly contentious and uncertain world. The need to create schools where the system truly centers each learner and supports them in becoming the best possible version of themselves is greater than ever!

As we returned to physical buildings and worked to re-establish our school community post-pandemic, we grounded our focus in collective care and creating a space where each of us could ask for what we needed and trust that the community would be there to support our thriving. Over the course of the year, it became abundantly clear that this commitment to cultivating a school environment where everyone knew that they and their voice and their perspective mattered was just the thing we all needed to begin to re-establish all of the things that make Clark Street such a special place to work and go to school.

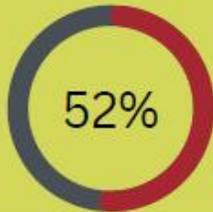
We hope this report provides you with a bit of a snapshot of an extraordinary year in our amazing school. For ten years, we have been committed to first creating a learning community where everyone knows they belong and using this connection to help every learner to step into relevant academic struggle in ways that matter to them and to their community. The 2021-22 school year was filled with so many amazing learning experiences and so much success! We are excited to share a few of these highlights with you and hope that you will continue to follow and support our journey as we strive to make a learner-centered, deeply engaging learning experience a reality for all learners!

Jill Gurtner

JILL GURTNER



CLARK STREET STAFF



OF CSCS STAFF
Have
master's
Degrees

CSCS STAFF SHARED INTERESTS

- HELPING STUDENTS FIND THEIR PASSIONS
- Learner centered education
- STUDENT LED IEPS
- BUILDING SKILLS FOR COLLEGE
- STUDENT CENTERED LEARNING

CSCS STAFF IS PASSIONATE ABOUT MEETING STUDENTS WHERE THEY'RE AT, AND FOSTERING THE SKILLS TO TAKE THEM INTO POST-SECONDARY LEARNING

"I am inspired by the young people that stand before me each day and the responsibility I have in creating a better world with them. I am inspired by the joy that is felt in the moments when I can see the lightbulbs click, the laughter erupt, and the critical and curious questions begin."

-ROBYN ROBERTS, ART TEACHER

CSCS STAFF ALUMNI

AJA SHUMATE

Coming back to CSCS as a staff member has been one of the most unique and rewarding experiences in my career. I have had the chance to support and connect with students, while inspiring them to continue into life utilizing the lessons and skills learned at Clark Street.



ZEKE ZABROWSKI

Returning to Clark Street has been the ideal opportunity to help others succeed. Within doing so, I have learned more about myself and the enriched community we have built. Overall, it further solidified my understanding of the amazing work we do.



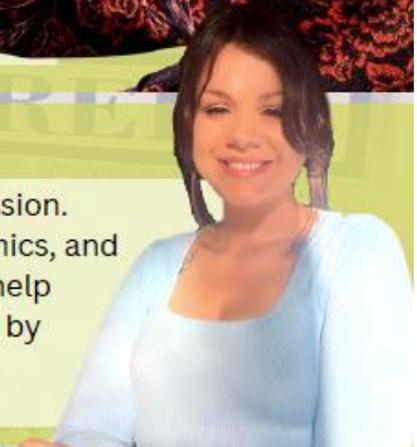
HOPE MARSHALL

Being a part of a community of educators that have supported me as a learner and as a colleague, supporting and working with students through their time here at Clark Street, and to come in everyday to see them excited about their education.



REBECCA TURK

I chose to come back to CSCS because I believe in their mission. The lessons I learned at Clark street extend beyond academics, and they continue to help me in my life after college. I want to help other people discover their love of learning again, and lead by example by continuing to show up with more wisdom and experience from the lessons I learn there.





FEATURED seminars

HUMANKIND: HOPEFUL OR HOPELESS?

Through the study of fiction (Lord of the Flies), nonfiction (excerpts from Humankind: A Hopeful History), poetry and visual media we will explore the many ways that people have tried to answer this question. The course will culminate with each student answering the question for themselves - is the future of humankind hopeful or hopeless?

CHEMISTRY: RADIOACTIVE

The chemistry between people creates connections just like the chemistry between atoms. People can drive us crazy, but what happens when atoms don't behave in the way we expect? The chemistry between Marie and Pierre Curie allowed them to transcend the boundaries of the scientific knowledge of their time period and to make discoveries related to Radium, Polonium, and Uranium. Together, we'll read the graphic novel Radioactive, chronicling the life, love, and scientific discoveries of Marie Curie. We will uncover how the chemistry of radioactivity relates to popular culture, espionage, and even chemical warfare.

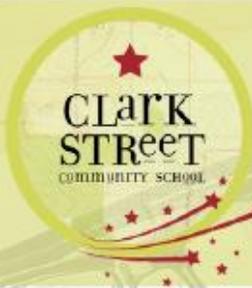
MUD PIE

The process of discovery illuminates much of what is unexpected in our world. The intersection of predictability and surprise lead us to ventures in learning. In this seminar, we will read about innovative women scientists who are breaking the mold, engage in art processes with a practice of foraging and focus on sustainability, and we will use planet earth as our source of material and inspiration. Students will learn as researchers, artists, scientists and overall innovators.

WHY DO WE DO THAT?

Place-based learning. Democratic education. Personalized learning. Projects, Artifacts, Elements, Annual Learning Binder and Proficiency Portfolio - Oh My! Welcome to the brave new 'educational' world of CSCS. This seminar will help you better understand what makes CSCS one of a kind but more importantly help you make the transition and develop the literacy skills you need for success in all of your seminars.

As you learn about what makes CSCS uniquely CSCS, you will engage in a variety of strategies and experiences with reading and writing as a process. You will be exposed to, and become more comfortable with, peer feedback, revision cycles and conferencing; as well as, strategies for breaking down complex text, accessing difficult vocabulary and moving from comprehension to analysis - all critical skills for high school, college and LIFE success.



Program EVALUATION

Based on the five elements
of Education ReImagined
Five Elements for Learner
Centered Redesign



- Learner AGENCY
- SOCIALLY EMBEDDED
- PERSONALIZED,
RELEVANT,
CONTEXTUALIZED
- OPEN WALLED
- COMPETENCY BASED

FOR EACH ELEMENT WE WILL RESPOND TO THE
FOLLOWING QUESTIONS:

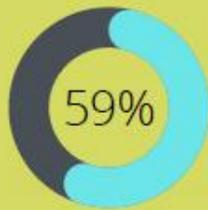
- What are the key skills and dispositions for this element according to Education Reimagined?
- In what ways is this element evident at CSCS?
- Where are our strengths?
- Where are our opportunities for growth?
- How do we know?

Learner Agency

WHEN LEARNER AGENCY IS METHODOLOGICALLY DEVELOPED IN EACH LEARNER AND WHEN THE CONDITIONS FOR ENCOURAGING LEARNER AGENCY ARE FULLY PRESENT, WE WOULD EXPECT TO SEE EACH AND EVERY LEARNER DEVELOPING AN ARRAY OF SKILLS.

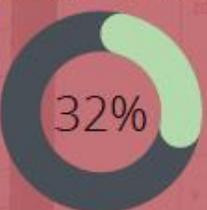
50% or more of the talking in classrooms is done by students rather than teachers

CSCS AVERAGE



59%

DISTRICT HIGH SCHOOL AVERAGE

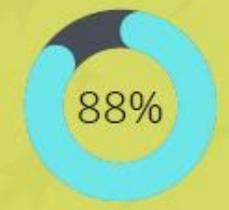


32%

FAMILY SURVEY

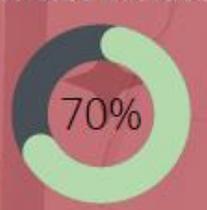
Preparing students to be independent, thoughtful learners

CSCS AVERAGE



88%

DISTRICT HIGH SCHOOL AVERAGE



70%

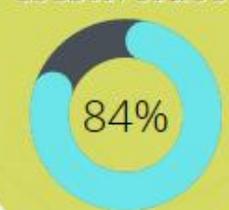
IN WHAT WAYS IS THIS EVIDENT AT CSCS?

- Circles & Circle Keepers
- Flexible Pacing toward grad requirements
- Reconciliation processes and tools
- Scaffolded material and instruction for SLCs & POLs
- Student selection of 'evidence of learning' for Mastery Transcript
- Collaborative Problem Solving training and implementation
- Independent Student Generated Projects + scaffolded materials to facilitate.
- Staff co-teaching, autonomy in developing and leading seminar offerings

DANE COUNTY YOUTH SURVEY 2021

"MY OPINION MATTERS"

CSCS AVERAGE



84%

DISTRICT HIGH SCHOOL AVERAGE



75%

7 CSCS STUDENTS SUPPORTED THE FIRST ANNUAL LEARNER CENTERED SUMMIT THIS PAST SUMMER.



33%

OF STUDENTS HAVE SIGNED UP TO SERVE AS STUDENT LEADERS FOR THE 22-23 SCHOOL YEAR

SOCIALLY EMBEDDED

WHEN THE SOCIALLY EMBEDDED ELEMENT OF A LEARNING ENVIRONMENT IS WELL ESTABLISHED, WE WOULD EXPECT TO SEE EACH AND EVERY LEARNER DEVELOPING THE SKILLS AND DISPOSITIONS NEEDED TO BE RESPONSIBLE, EXPRESS THEIR NEEDS, AND COLLABORATE SUCCESSFULLY

IN WHAT WAYS IS THIS EVIDENT AT CSCS?

- Advisory System
- Frequency of Circles in spaces
- PLP meetings
- Train Circle Keepers
- Common SEL lessons in Advisory
- Embedded Mindfulness Practice
- Youth Adult Partnerships
- CCR content in all seminars
- REST program

STUDENT SURVEY DATA

STRONG ADULT CONNECTION

CSCS AVERAGE

74%

DISTRICT HIGH SCHOOL AVERAGE

56%

RESPECT OF DIFFERENCES

CSCS AVERAGE

90%

DISTRICT HIGH SCHOOL AVERAGE

69%

ADULT TO STUDENT RESPECT

CSCS AVERAGE

93%

DISTRICT HIGH SCHOOL AVERAGE

67%

PEER TO PEER RESPECT

CSCS AVERAGE

74%

DISTRICT HIGH SCHOOL AVERAGE

34%

DANE COUNTY YOUTH SURVEY 2021

"I FEEL CONNECTED TO MY SCHOOL"

CSCS AVERAGE

93%

DISTRICT HIGH SCHOOL AVERAGE

80%

"I FEEL A SENSE OF BELONGING AT MY SCHOOL"

CSCS AVERAGE

93%

DISTRICT HIGH SCHOOL AVERAGE

75%

FAMILY SURVEY DATA

"EVERYONE IS TREATED EQUAL"

CSCS AVERAGE

100%

DISTRICT AVERAGE

79%

PERSONALIZED, RELEVANT, AND CONTEXTUALIZED

PERSONALIZED

For each learner, this means consistently exploring: how the learning experience is advancing the learner's learning goals and aspirations; what strengths the child brings to the table that can be leveraged; what support may be needed for the learner to engage fully in their learning; and with whom and in what way the learner will best learn for the particular learning challenge at hand.

IN WHAT WAYS IS THIS EVIDENT AT CSCS?

- Interdisciplinary seminars based on current topics and 'real-world' big questions every 9 weeks / 4x / year
- Teacher developed community connection with experts in the field
- Field experience days
- Guest speakers
- Inclusion of current, relevant resource materials used in seminars
- Independent student projects

RELEVANT

The learner is clear how their learning supports them in enjoying an area of interest, or in better handling daily life challenges, or in pursuing their learning goals or a long-term aspiration. In addition, learners are encouraged to explore entirely new experiences and entirely new areas of interest, expanding what is Relevant to their learning as they grow and develop as people. When learning experiences are Relevant, the learner is naturally pulled into them.

STUDENT SURVEY

OPPORTUNITY TO DEMONSTRATE KNOWLEDGE IN DIFFERENT WAYS

CSCS AVERAGE

DISTRICT HIGH SCHOOL AVERAGE



MY IDENTITY IS REFLECTED IN CURRICULUM

CSCS AVERAGE

DISTRICT HIGH SCHOOL AVERAGE



CONTEXTUALIZED

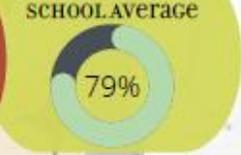
When a learner then engages with a learning opportunity within a meaningful context, they can see how what is being learned fits into the world. That context may come from a learner being engaged by an authentic inquiry; the learning challenge's connectedness to the child's development of real world skills; or the learning being a necessary foundation to pursue a meaningful, fulfilling life.

FAMILY SURVEY

ENGAGING LEARNING ENVIRONMENT

CSCS AVERAGE

DISTRICT HIGH SCHOOL AVERAGE



OPEN WALLED

WHEN THE OPEN-WALLED ELEMENT IS STRONGLY EXPRESSED AND ISSUES OF EQUITY IN REGARD TO ACCESS AND THE IMPACT OF BIAS ARE BEING ADDRESSSED, WE WOULD EXPECT TO SEE EACH AND EVERY LEARNER DEVELOPING:

- An increased clarity regarding their interests, gifts, and aspirations in life, including how they can meaningfully contribute them to their communities and the world;
- Skills and dispositions needed to be engaged community participants and citizens;
- Experience in the world of work and the skills and dispositions to navigate, engage, and contribute effectively in an evolving economy;
- The ability to locate and leverage assets in their local community, online, and in the broader world;
- An appreciation for and connection to the diverse people and resources in the learner's local community;
- An increasing amount of social capital, the set of relationships a learner has with people who control access to community and economic resources; and
- The lifelong ability to relate to any experience as a learning experience.

HOW DO WE KNOW?

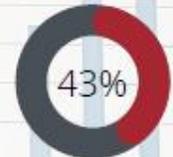
DANE COUNTY YOUTH SURVEY 2021

CONVERSATIONS ABOUT POST HIGH SCHOOL PLANS WITH TEACHERS

CSCS AVERAGE



DISTRICT HIGH SCHOOL AVERAGE



FAMILY SURVEY DATA

SCHOOL IS HELPING MY CHILD BUILD CONNECTIONS

CSCS AVERAGE



DISTRICT AVERAGE



IN WHAT WAYS IS THIS EVIDENT AT CSCS?

- CONNECTION OF SEMINARS LOCAL COMMUNITY
- TEACHER DEVELOPED COMMUNITY CONNECTION WITH EXPERTS IN THE FIELD FIELD EXPERIENCE DAYS
- GUEST SPEAKERS
- INDEPENDENT STUDENT PROJECTS/INTERNSHIPS
- ONGOING COMMUNITY PARTNERSHIPS

COMPETENCY BASED

competencies, as comprised of knowledge, skills, and dispositions, form the fundamental unit of learning in learner-centered environments. Each learner's learning journey emerges from an exploration of which competencies are needed to realize their learning goals and of what kinds of learning experiences will best allow the learner to develop those competencies—all consistent with who they are, how they learn, and where they want to go in life.

The aim is to cover those areas that research indicates are critical for the development of well-rounded, healthy human beings who have an ability to engage productively as members of community, civic society, and the economy, as well as to continue their own lifelong learning journeys.

Learners and their advisors work together to create individual plans for their learning journey—setting individual learning goals and identifying appropriate pathways for exploration that are a match for the learner's interests, aspirations, and needs.

STUDENT survey

sense that writing had improved

CSCS AVERAGE

72%

DISTRICT AVERAGE

56%

IN WHAT WAYS IS THIS EVIDENT AT CSCS?

- EVIDENCE IN ANNUAL LEARNING BINDER
- EVIDENCE IN PROFICIENCY PORTFOLIO
- ASSESSMENT VIA RUBRIC
- PROCESS OVER PRODUCT
- REVISION CYCLES ON STUDENT WORK
- MASTERY TRANSCRIPT

MINUTES PER DAY SPENT READING IN SCHOOL

CSCS AVERAGE

DISTRICT AVERAGE

61 MINUTES

35 MINUTES

MINUTES PER WEEK SPENT READING OUTSIDE OF SCHOOL

CSCS AVERAGE

DISTRICT AVERAGE

63 MINUTES

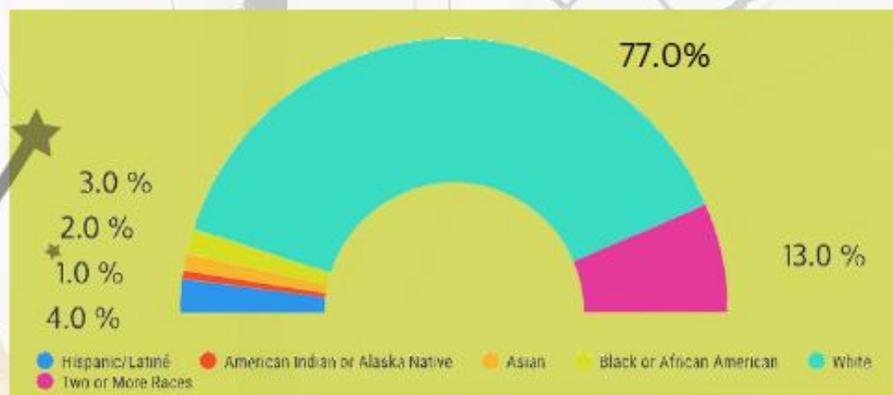
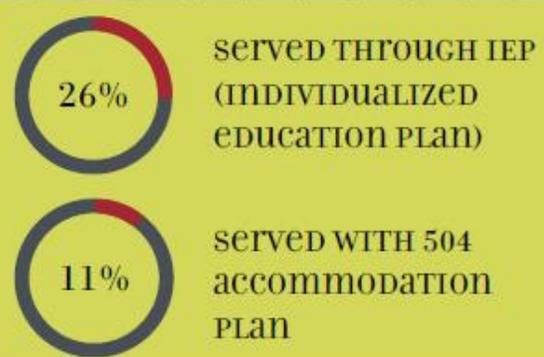
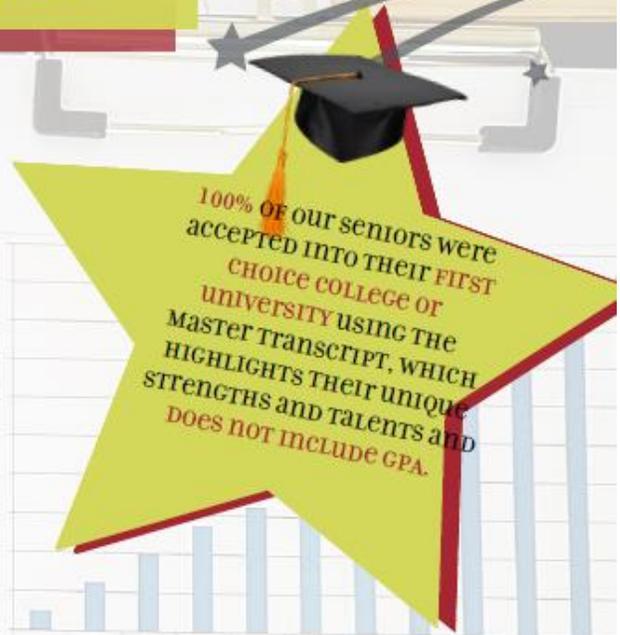
53 MINUTES

Demographics

DATA SHOWS THAT CSCS STUDENTS FOUND THE CHALLENGES OF STANDARDIZED TESTING EASIER TO MANAGE UTILIZING CSCS CURRICULUM.

CSCS ACT COMPOSITE
average: 20.7%
STATE AVERAGE: 19.3%

CSCS ACT READING: 64%
OF STUDENTS MET THE
readiness BENCHMARK
STATE AVERAGE: 37%



our national partners



THE CANOPY PROJECT

A diverse array of communities are building these types of transformative learning environments. The models they're designing and redesigning don't all look the same. But they all set aside old assumptions about what "school" must be in order to adapt to students' strengths and needs, create joyful and rigorous learning experiences, and reflect the values and priorities of their communities. Many of these learning environments are designed by and with historically marginalized communities that are impacted by systemic inequities in K-12 and beyond.



MASTERY TRANSCRIPT CONSORTIUM

A diverse array of communities are building these types of transformative learning environments. The models they're designing and redesigning don't all look the same. But they all set aside old assumptions about what "school" must be in order to adapt to students' strengths and needs, create joyful and rigorous learning experiences, and reflect the values and priorities of their communities. Many of these learning environments are designed by and with historically marginalized communities that are impacted by systemic inequities in K-12 and beyond.



EDUCATION REIMAGINED

Education Reimagined is catalyzing the invention of a new public education system, one that honors and respects the uniqueness of each child. We do this by leveraging the expertise and learnings from our community of thousands of cutting-edge education leaders who are working to invent and spread structures to make relevant, engaging learning available for youth across the country.